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ABSTRACT

The first part of a two-part manual, this guide emphasizes how migrant counselors administer their duties, procedures to follow and functional aids to employ in working with migrant secondary students. Divided into four sections, the guide is intended to help experienced and inexperienced counselors and to provide administrators and teachers with more information about the migrant counselor's role. The first section presents the philosophy of migrant counseling and an introduction explaining the need for migrant counselors. The second part briefly discusses the history and development of migrant education, identification of migrant students, migrant counselor duties and responsibilities, needs assessment, testing, coordination of migrant program with the Minimum Foundation Program, late entries/early withdrawals, the Secondary Credit Exchange Program, the tutorial program, the Migrant Student Record Transfer System, and Parent Advisory Councils. The third section details six in-state (Texas) and five out-of-state secondary and post-secondary educational opportunities, as well as four possible sources of student financial aid. A fourth part contains concluding remarks and a 7-item bibliography. Appendices discuss legislative history and legal compliance and provide a counselor's flow chart and questionnaire, a student inventory of guidance awareness, forms for counselors to keep for each student, and a glossary. (MH)

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Migrant Counselor's Guide

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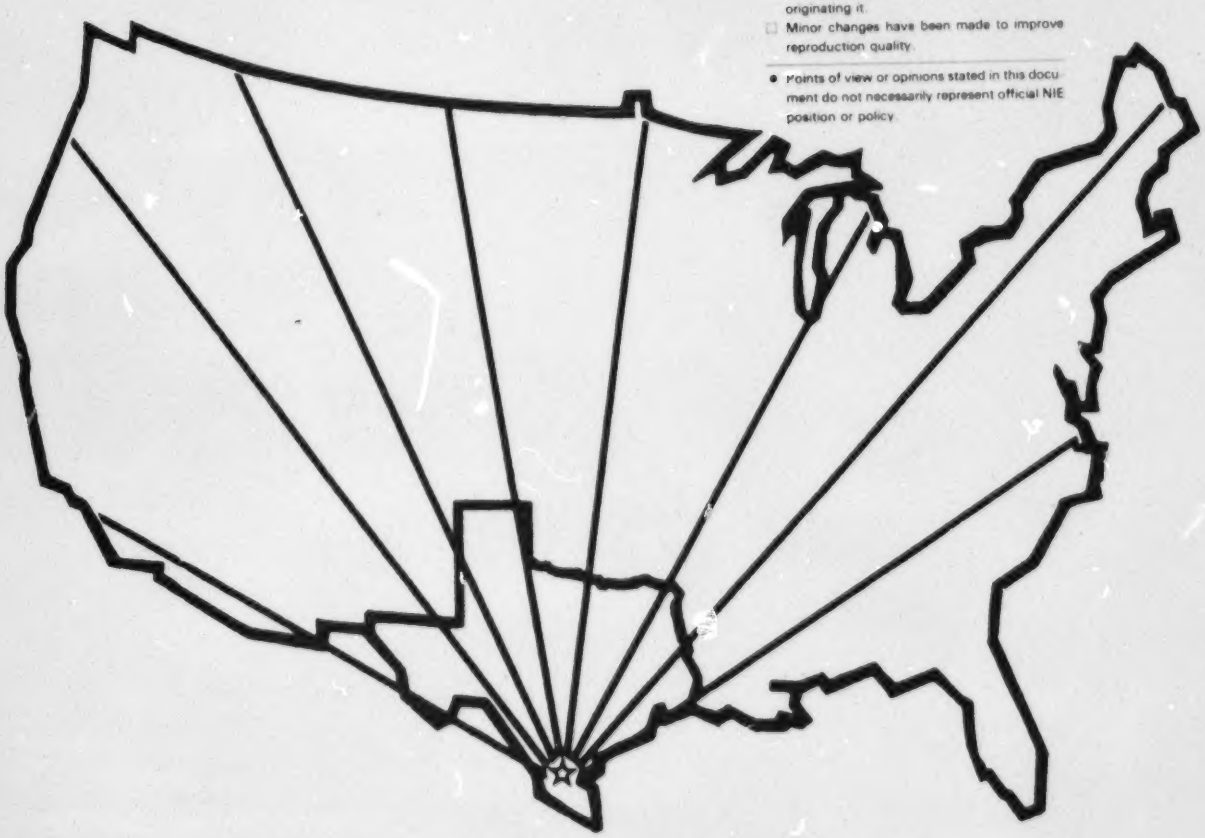

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MIGRANT COUNSELOR'S GUIDE

TEXAS MIGRANT INTERSTATE PROGRAM
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REGION I EDUCATION SERVICE CENTER
LeRoy Jackson, Program Director
Migrant Education

August, 1980
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PREFACE

The word handbook may mean many different things. Obviously this guide is not a summary of existing knowledge on counseling and guidance. Rather, it is an attempt to offer the migrant counselor -- and those who work with him -- a guide which should help him function more effectively. The chief emphasis, therefore, is on how the migrant counselor administers his duties -- on what procedures he may follow and what functional aids he may employ in carrying on his work with the migrant students.

We hope this guide will be of substantial help to inexperienced as well as experienced migrant counselors as they work toward assisting migrant students in their educational endeavors. However, this guide should be useful reading for others seeking information about the role of the counselor. Administrators may learn the value of establishing a migrant counselor's position in a school system now lacking one or, if one already exists, may be encouraged to work with the counselor toward more precise definition of the position. Teachers reading this manual may learn more about the variety of services rendered by the migrant counselor -- including, perhaps many services of which they were unaware. Indeed, in many situations, the manual may be read to clarify the design of the migrant counselor's role in school.

The first draft of this guide grew out of a two-week summer Migrant Counselor's Institute at the Region I Education Service Center in Edinburg, Texas in July and August, 1980. I, the present author, was priviledged to direct this workshop.

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An editorial committee (composed of those persons whose names are marked with asterisks) worked on a second draft in January, 1981. In the spring of 1981 my staff and I overtook the task of getting the material ready for distribution.

I would especially like to acknowledge the efforts of Mr. Roberto Villarreal, Ms. Jeanette Love, Dr. Lou Miller, Dr. Ana Maria Rodriguez, Dr. Ernest Bernal, Ms. Juanita D. Herrera, Ms. Maria Antonia Solis, Mr. Ramon Alvarez, Migrant Institute participants, and regional school districts for their great expenditure of time and skill in the composition and preparation of this guide. Special thanks are extended to Ms. Martha Jones for final development and editing of the Philosophy of Migrant Counseling. Without their continuous cooperation, the author would never have completed this task.

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PART I

PHILOSOPHY OF MIGRANT COUNSELING

The Migrant Counselor is instrumental in assisting migrant students in meeting their special needs which result in successful school experiences, feelings of acceptance, individualized instruction, development of language and mathematical skills, and regular school attendance. Counseling is a process to foster student self-worth and potential. The migrant counseling program strives to aid migrant students with academic, vocational, and psychological adjustments by providing educational opportunities for all children to function creatively with dignity and freedom.

This guide grew out of the need for secondary migrant counselors in the state of Texas to have access to migrant opportunities, general migrant counselor information, and alternatives for secondary migrant students that counselors could consider. The guide is not intended to be all-inclusive of the programs available, but rather a collection of information to assist the counselor in everyday guidance activities.

The school setting counseling needs of agricultural migrant students, while similar to those of non-migrants, requires a more specifically managed process. The process is required because of the student's constant readjustment to a variety of educational environments, uncertainties of personal planning, and the variety of performance expectations and administrative policies of schools in credit accumulation and transfer. Admittedly, this guide did not attempt to attack the counseling process at this time. It is the desire of the authors to consider this effort as Phase I with Phase II being a more detailed, specific managing process for migrant counselors to meet the specialized needs of migrant students.

The overwhelming agreement by members of the counseling group as a purpose for this guide was the high nation-wide dropout rate among migrant students. High school completion is still the goal for secondary students to achieve; however, in cases where local conditions and special circumstances prevent implementation of in-school programs, alternative methods of serving migrant students should be considered.

PART II

Nine out of ten children of migrant workers never enroll in school and only one out of ten of those ever graduate. The nation has perhaps more than a million children whose parents harvest fruits and vegetables in fields from Florida to Maine, Mississippi to Michigan, California to Washington State. Migrant children are born into some of the grimmest poverty in the country and suffer from illnesses such as rickets, scurvy, pinworms, anemia, and malnutrition. They are isolated from the communities near their work. By twelve or thirteen years of age they join their parents in the fields and spend the rest of their lives topping onions, pulling sugar beets, snapping tomatoes from the vine, and harvesting a variety of other crops.

Children of migrant workers seldom complete the fourth or fifth grade, and since their families move so often -- every few weeks at the peak of the harvest season -- they are seldom in one school long enough to have a chance to really learn. Some never enter a classroom because they have to babysit for their younger brothers or sisters or, what is more often the case, they must work in the field because even their meager earnings are needed to help sustain the family. In addition, many of them cannot speak English or speak it only as a second language.

Migrant school records are seldom transferred; too many families stay only briefly in one place, moving on as a crop is harvested or the weather hastens ripening. When the new school asks the child the name of the town and last school attended, the child often knows only "from the potatoes" or "from the snap beans". State and city boundaries mean little to migrant children and their parents.

As a result, school officials seldom know the proper grades in which to place most migrant children. Furthermore, their health records are unknown. It may take several weeks of testing to place a child, and by that time the child is off to another school, another period in limbo,

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and worse yet, another wasteful series of inoculations and eye tests.

The Office of Education is constantly seeking new and better ways to help migrant children and youth -- in fact, to move them out of the fields and into more rewarding occupations. Career Education programs are being developed that will span from kindergarten through twelfth grade. It will give migrant children a picture of what occupations and professions lie beyond the vegetable fields and fruit orchards. It will introduce them to the basic skills necessary to obtain meaningful, stable employment. Through guidance and counseling, migrant children will be able to arrive at realistic decisions about their future and will be more likely to achieve their occupational goals.

If migrant parents should stop their migrations, these children will continue to be helped. As migrants leave the stream, Title I's Migrant Education Program will focus more and more on the five year child -- the child who stays in one location.

This change will result in redirecting the child's educational program. For years migrant children have filtered through rural schools. The new settling-in trend is now bringing migrants to our cities, and the urban school is becoming the new educational arena of the migrant child. So it is here that the Title I Migrant Education Program also must turn its attention.

But there are still hundreds of thousands of children who will continue to follow the sun as their parents harvest the crops -- children who never stay in one state long enough to receive credit for their studies or to successfully complete any total course of study. For the highschooler, in particular, this has been a major problem. Now specific steps are being taken to remedy this situation. As a beginning, courses offered in various states are being analyzed and grouped so that migrant children can receive proper course credit for classroom attendance wherever they are. The effort is expected to significantly alter the traditional credit system and permit the involvement of all states in providing a more realistic response to the special needs of the migrant child. However, which courses will constitute

a diploma "core" and which schools will award the diploma are still under discussion. A nationally-recognized beginning in this effort is the Washington State-Texas Secondary Credit Exchange. Validated by the Office of Education and the National Institute of Education as an exemplary project, it offers alternative afternoon or evening sessions to serve high school migrant students in Washington State for the harvest season, and works to correlate the courses with those of the home-base school in order to assure transfer of completed high school credits.

Since its inauguration in fiscal year 1967, the Title I Migrant Education Program has expanded to encompass 46 states and Puerto Rico, serving approximately 480,000 children with funding of $173 million. The money goes to state educational agencies, which, in turn, assess needs and then make allocations to local school districts or other eligible applicants serving migrant children. Each year's allotment is based on a formula that takes into account the number of migrant children identified in a state and per pupil expenditures.

Title I Migrant Education Programs concentrate on identifying and meeting the specific needs of migrant children. Continuity of instruction is a top priority with a special focus on the individual educational problems of each child. Because you can't teach a hungry child, lunches, snacks -- even breakfasts -- are provided. Nutrition lessons are taught in the schools; health problems handled. If a child can't see properly, he is given eye glasses. If he has trouble hearing, the source of the trouble is sought and a remedy, if possible, provided. Health, nutrition, and psychological services figure high on the priority lists of Title I Migrant Education Program directors. So, too, do cultural development and prevocational training and counseling.

Each year since the inception of the program, funding for these educational services has increased -- from approximately $10 million

in fiscal year 1967 to $173 million in fiscal year 1979:

Fiscal Year	Allocation
1967	$ 9,737,847.
1968	41,692,425.
1969	45,556,074.
1970	51,014,319.
1971	57,608,680.
1972	64,822,926.
1973	72,772,187.
1974	78,331,437.
1975	91,953,160.
1976	97,090,478.
1977	130,909,832.
1978	145,759,940.
1979	173,548,829.
1980	239,000,000.

The number of participating children has also increased -- from 80,000 to the current 480,000. Yet an estimated 500,000 children remain unserved.

In 1974, Public Law 93-380 extended the migrant program to include children of migratory fishermen -- those who move from place to place catching fish for commercial purposes or personal subsistence, and those working in the fish processing industry. How many children are involved, no one knows, but the states have been making surveys. Calendar year 1975 was devoted to recruiting the children of migrant fishermen and enrolling them in the program. Currently, nearly 7,000 of these children are being served. These youngsters receive the same special services as do the children of migrant agricultural workers.

In both instances, the children may participate in the program for 5 years after their families stop migrating. This is because they continue to need special educational services to assist them in becoming full-fledged members of their new communities. For many of them, it will be their first opportunity to receive a full year of uninterrupted schooling.

EXAMPLES OF PROGRESS

Progress in migrant education has been significant since the enactment of the 1966 amendment to Title I ESEA. Federal funds have made it possible not only to give greater attention to the needs of migrant children, but also to put into practice a variety of innovative, creative ideas.

Maria M. is in her late teens. For almost as long as she can remember, she traveled each summer with her family from Puerto Rico to upstate New York. While her family worked on a fur farm, she participated in a Title I ESEA Migrant Education Program. When she was sixteen, Maria was trained as a classroom aide to work in the Title I summer program. That fall she enrolled as a senior in the local high school and became its first migrant graduate. Maria is now enrolled in college in Puerto Rico. Her goal: to become a teacher.

The family of Julia G. also looks toward a brighter future -- thanks to the migrant education program. Mrs. G., recently widowed at forty-six, has long realized that the only way to keep her twelve children from following in the occupational footsteps to their father is to help them get an education. When she heard about the migrant education program in Billings, Montana, where the family helped harvest sugar beets each summer, she sent her children to school rather than to the fields. She insisted they go each day, despite the serious loss in family income.

Mrs. G.'s eldest daughter has now graduated from college; her eldest son is married and going to college; another daughter is training to be a nurse. Mrs. G. herself has been attending night classes so that she may qualify for the General Education Development (GED) test. She goes to school after working all day in the fields because she, too, wants a high school diploma and the opportunity for a better, more rewarding future.

All this will require considerable interstate cooperation. To benefit the migrant child, all states must work together, capitalizing upon the successes and failures of the other. The National

Advisory Council on the Education of Disadvantaged Children firmly endorses interstate cooperation. In 1973 "cooperation" was designated as a top priority. Already schools are beginning to pool their expertise and to specialize in the education of teachers with skills and insights that permit them to identify effectively with migrant children.

MIGRANT CONTRIBUTIONS

Historically, migrant seasonal farm workers have experienced the worse of social conditions. Their contributions to society have often been ignored and or seldomly acknowledged. Migrants have made contributions in many professional areas, some have experienced prominence in the arts and the humanities. Their most significant contributions have been their labor in the harvesting of crops, packing sheds, and canneries. These activities are most significant for they facilitate the availability of food and have a role in the economic structure.

However, as farm technology becomes more advanced and sophisticated, it becomes imperative that farm workers and their children participate in alternative career and work opportunities. Predictions indicate that the need for farm labor will continue to rise. Precautions are needed to ensure that farm workers will have an opportunity to obtain marketable skills. Statistics indicate that there were 140,000 migrants in Texas in 1980, and that their number is expected to increase yearly; the number projected for 1990 is 196,000.

The educational system can be a viable institution in facilitating the transition for migrant children into the world of work. Because of the unique needs and experiences of migrant children and their early participation in the labor force, they oftentimes have been excluded from fully participating in the educational process. Schools have been charged with providing meaningful academic and vocational experiences for all children. There is a responsibility to provide opportunities for these children to continue making significant contributions.

ELIGIBILITY DEFINITIONS (U.S. OFFICE OF EDUCATION)

Currently Migrant

"Currently migratory child" means a child:

- Whose parent or guardian is a migratory agricultural worker or a migratory fisher; and
- Who has moved within the past twelve months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Formerly Migrant

"Formerly migratory child" means a child who:

- Was eligible to be counted and served as a currently migratory child within the past 5 years, but is not now a currently migratory child;
- Lives in an area served by a Title I migrant education project; and
- Has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

Agricultural Activity

"Agricultural activity" means:

- Any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principle means of personal subsistence;
- Any activity directly related to the cultivation and harvesting of trees; or
- Any activity directly related to fish farms.

Fishing Activity

"Fishing activity" means any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principle means of personal subsistence.

Interstate

An interstate migratory child is a child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or member of his or her immediate family might secure temporary or seasonal employment in agriculture, fishing activities, or in related food processing.

Intrastate

An intrastate migratory child is a child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his or her immediate family might secure temporary or seasonal employment in agriculture, fishing activities, or in related food processing.

Migratory Agricultural Worker

"Migratory agricultural worker" means a person who has moved from one school district to another within the past twelve months to enable him or her to obtain temporary or seasonal employment in an agricultural activity.

Migratory Fisher

"Migratory Fisher" means a person who has moved from one school district to another within the past twelve months to enable him or her to obtain temporary or seasonal employment in a fishing activity.

Migrant Child's Guardian

"Guardian" means:

- A person who has been appointed to be the legal guardian of a child through formal proceedings in accordance with State law;
- A person who an SEA determines would be appointed to be the legal guardian of a child under the law of the child's domiciliary state if formal guardianship proceedings were undertaken; or
- A person standing in the place of a parent to a child.

Classification Of The Migrant Students

There are six status classifications of the migrant students:

- "1" Interstate - Agricultural
- "2" Intrastate - Agricultural
- "3" Five-year provision - Agricultural
- "4" Interstate - Fishermen
- "5" Intrastate - Fishermen
- "6" Five-year provision - Fishermen

MIGRANT COUNSELOR DUTIES AND RESPONSIBILITIES

Migrant counselors need to have access to certain types of information and demonstrate certain behaviors, if they are to successfully serve migrant students. Some examples of helpful information are: familiarity with the history and development of migrant education, patterns of migration, a clear understanding of cultural and economic differences and how they are intricately woven into the culture. Examples of "certain behaviors" are: demonstrating a genuine interest in the student's well-being, initiating contact for both formal and informal reasons, participating in school activities that would afford him/her visibility, and being an active liaison between migrant students and school administrators. By modeling some of the aforementioned roles the migrant counselor can facilitate the counseling process and provide migrant students with a much needed service.

The migrant counselor's roles and duties are dependent on the characteristics of their school's migrant population. Counseling services for migrant students will be in addition to those provided by the foundation program to all students.

A school setting with a migrant population that is primarily composed of currently migratory students must address itself to a very mobile population. Some of the problems this population has are early departure and late entry into the district, loss of academic credits caused by the family's need to re-locate in search of work, and an education that is constantly being interrupted. School districts consisting primarily of a Status III population are faced with students that are settling out, curriculum that possibly could address itself to enrichment and finally, students whose values ant attitudes are being modified as their life styles become more like that of their peers. Migrant counselors may or may not find themselves involved in the following responsibilities:

- Identification of Students*

  The migrant counselors have the responsibility of seeing that migrant students are recruited and identified according to guidelines. They are also responsible for updating rosters of the changing statuses of migrant students.

- Appraisal*

  The migrant counselors may address themselves to the overall goals of the school's testing program and deal with how it can best be adapted to the needs of migrant students.

- Coordination with Minimum Foundation Teachers, Principals, and School Resources*

  The migrant counselors may address themselves to special academic needs that students may be experiencing --e.g., special reading and/or tutorial classes.

- Public Relations*

  The migrant counselors may contact local radio stations and/or newspapers to keep the community abreast of all migrant functions.

- Parental Involvement*

  The migrant counselors may attend Parent Advisory Council meetings and provide parents with information on topics that may be relevant to their needs.

- Individual Counseling

  One-to-one sessions with migrant students may be held for informal contact or to follow-up on specific problems such as academics, personal problems, etc.

- Group Counseling

  Small group counseling sessions of approximately three to eight students may be held to deal with such topics as value clarification, improvement of study habits, etc.

- Dissemination of Information

  The migrant counselors may gather information in many areas of interest for students -- emotional development, responsible behavior, availability of jobs, etc., -- and see that students have access to the information.

- Early Withdrawal/Late Entry Policies*

  The migrant counselors may have meetings with students that are late entries or departing early and assist them with the necessary paper work. The migrant counselor may become involved with the school policies affecting migrant students.

- Scheduling and Course Sequencing*

  The migrant counselor may work with the Minimum Foundation counselor to supplement his/her activities and make sure that migrant students are scheduled according to a specific plan towards graduation.

- Extracurricular/School Involvement

  The migrant counselors may assist students in identifying interests and guiding them in the direction of becoming involved and active in school activities.

- Tutorial Activities*

  The migrant counselors may help migrant students to assess their tutorial needs and determine placement in tutorial activities that would best serve their needs.

- Referral and Community Resources

  The migrant counselors can be most helpful to migrant students by knowing what community resources are available to migrant families and by finding out how these resources can be fully utilized.

- Secondary Credit Exchange*

  The migrant counselors may utilize this credit exchange program with secondary students that are Status I and II.

- Career Planning

  The migrant counselor may assist migrant students by providing information on all of the special programs designed to serve migrants at the post-secondary level.

- Financial Aid*

  The migrant counselors may conduct mini-group sessions with post-secondary bound students for the purpose of learning the intricacies and details of filling out financial aid forms.

This listing of activities and responsibilities is, by no means, all inclusive. The migrant counselors unique school situation and migrant population will determine his needs and prioritization.

*These sections are further expanded in this guide.

A prerequisite to any guidance/counseling program is a needs assessment. A major purpose for conducting a needs assessment is to compare actual performance of migrant students with the district's goals. Assessing needs is the process of moving from where you are to where you want to be. This provides a valid starting point for educational improvement. Although documented needs are emphasized, perceived needs are an integral part of identified problems. Based on need, priorities are determined accordingly.

A migrant counselor has a wealth of information available to him/her that can facilitate the counseling planning process. Two resources are:

- The information in the district's proposal, and
- Records that the districts have maintained on migrant children.

In addition to these resources the counselor can survey all eligible migrant children to determine if any changes are necessary in the proposal. The counselor can survey the characteristics, needs, concerns, and special problems the students may be experiencing. The counselor can take into consideration the following:

- Intellectual achievement and academic performance - Test results, current classroom placement, participation in supplementary activities (reading, math, tutorial programs) and extracurricular activities. Counselors need to focus on secondary migrant students because of the high attrition.
- Physical - Clothing, dental and overall health problems that are affecting academic performance.
- Psychological - Special behavioral problems that merit attention and possible modification.
- Cultural - Values, attitudes, migration patterns, and their impact on school attendance.
- Parental influence, support, and participation in student's academic achievement.

- Social, economic, political, and religious factors that may indicate the need for special consideration.

- Community and ancillary resources/services that would be interested in becoming involved in the migrant program.

A comprehensive needs assessment must include the needs, concerns, and problems of the school district. Coordination with teachers, principals, supervisors, superintendents, and school boards can make a significant difference in the overall success and integration of any migrant program.

Upon completion of the needs assessment and prioritization of needs, objectives can be developed. The objectives indicate what is to be done to meet the needs as identified, they must flow directly from the needs assessment, and must state, in measurable terms, the outcomes that are expected as a result of the program. The evaluation design must follow in terms of continuity, from needs to objectives, through activities to final evaluation.

Good test data can tell a great deal about the academic strengths and weaknesses of migrant students. Recognizing that tests vary tremendously, they can be used to identify, to determine priorities, and to plan accordingly. However, to use test scores in isolation is a disservice to students. They are one important phase of a total educational program.

The following questions can be very useful in addressing the district's testing program:

- What kinds of tests are used?
- How are the scores interpreted according to grade equivalents, percentiles, and/or stanines?
- Which abilities does the test assess?
- Does the test give equal weight to various types of abilities, and is this equality reflected in the scoring system?
- How free from the most obvious kinds of culture bias does the test appear to be?
- How will the results be utilized?

Your school's responses to some of the aforementioned questions could be helpful in designing a testing program to meet the needs of your migrant population.

Test companies and school districts function from two fundamental assumptions:

- Students will do their best when taking a test.
- Students know how to take tests.

Neither assumption is accurate. Migrant students frequently feel that standardized tests are of little or no importance. Teachers' misinformation and disinterest often encourage poor performance by students on standardized tests. Teachers and counselors can encourage students to

do their best and convey to them the importance of tests.

It cannot be assumed that students know how to take tests. Student testing behavior often indicate frustration because of poor reading skills, consequently they quit trying. Teachers can be very helpful by preparing students with viable test taking skills. Particularly, students need to be taught how to guess, both blindly and intelligently. Multiple choice tests teach students to perceive subtle differences in answers and to choose the best available answers.

Counselors and teachers must coordinate efforts to enhance the test performance of all students. Special attention must be given to students who are culturally and economically different, because typically, these students score below the national norm.

PROGRAM COORDINATION WITH THE MINIMUM FOUNDATION PROGRAM

Closely coordinated with the Minimum Foundation Program, the Migrant Program offers the migrant student services beyond the regular scheduling and academic planning. A responsibility of the migrant program is to provide a general enrollment policy.

The initial contact of the student by the community aide either at home or at school determines the students' eligibility and current status. The migrant counselor acts as a liaison between the home based school and schools in the Secondary Credit Exchange Program, whether intrastate or interstate to obtain grades. The migrant counselor will review transcripts, previous achievement and language assessment scores, and will consider teacher recommendations for the placement of a migrant student in a reading class, whether English Language Development (ELD), Everyday Listening and Speaking (EDL), or English as a Second Language (ESL).

The migrant counselor will also review transcripts for proper course sequencing within Texas Education Agency graduation requirements. The minimum requirements for graduation are: 3 years English, 3 years social studies, 2 years mathematics, 2 years science, 1½ years physical education, and ½ year health and electives. However, local school districts may modify these requirements to meet their needs.

Following are examples of Basic, Practical, Academic, and Elective Plans requiring from eighteen and one-half credits as a minimum to twenty-one and one-half credits toward graduation. The students should be encouraged to earn as many credits as possible as presented in the Enrichment Plan.

- Basic - 18½ credits

4 years English or ESL
2 years Math - Fundamentals of Math 123 or 456
2 years Science - General Physical Science and Biology I
3 years History - World Geography, American History, American Government and Texas History
1½ years Physical Education
½ year Health
5½ electives

18½ credits

· Practical - 19½ credits

4 years English
2 years Math - Fundamentals of Math 123, 456 or Introductory Algebra 123, 456
2 years Science - General Physical Science and Biology I
3 years History - World Geography, American History, American Government and Texas History or Free Enterprise or Mexican-American Studies
1½ years Physical Education
½ year Health
6½ electives

19½ credits

· Academic - 20½ credits

4 years English
2 years Math - Introductory Algebra 123, 456 or Algebra 123 and Geometry 123
2 years Science - General Physical Science and Biology 123 or Biology I and Chemistry I
2 years History - World History, American History, Government and Texas History or Free Enterprise or Mexican-American Studies
1½ years Physical Education
½ year Health
8½ Electives

20½ credits

· Enrichment - 21½ credits

4 years English
3 years Math - Algebra I and Geometry I and Algebra II
3 years Science - Biology I and Chemistry I and Physics
3 years History - World History, American History, American Government and Texas History, Free Enterprise, Mexican-American Studies, or Advanced Social Problems
1½ years Physical Education
½ year Health
6½ Electives

21½ credits

LATE ENTRIES/EARLY WITHDRAWALS

Many migrant students depart as early as April and return as late as October. With this transitory movement in mind, some school districts have designed a late entry and early withdrawal policy that would meet the needs of their migrant students. School districts without a written policy are encouraged to formulate one. The following is an example of a modified plan.

- A migrant student's grade should begin on the day of official enrollment without penalty. Should the student take his final exams and pass them, the student will receive a final grade.
- Students leaving the district before the cut-off date would need to attend school elsewhere. Grades and attendances would be required by the home base school to determine credits.
- Students leaving the district after the cut-off date would receive withdrawal grades and a letter of verification.
- A school principal at the receiving state would sign the letter to verify the student's migration. If it was returned within ten days to the home base school, the migrant student would have his withdrawal grades finalized as semester grades.
- Students should not be penalized for late entry and/or early withdrawal if verification is received by the home base school.
- Each school district should implement a policy to meet the needs of their migrant students.

PROGRAM OVERVIEW

The Secondary Credit Exchange Program was developed in 1970 to allow high school age migrant students to continue their education by attending late afternoon or night classes as they follow the crops from state to state with their families. Texas, Washington, Idaho, Illinois, Montana, Minnesota, Indiana, Ohio, Oregon, Michigan, North Dakota, and Wisconsin are states presently involved in the Credit Exchange Program.

Four goals of the Secondary Credit Exchange Program are:

- To identify students who will migrate interstate during the school year.
- To develop a collaborative arrangement between home and exchange schools regarding credits, validation, and transfer.
- To provide direct assistance to the exchange schools in the direct recruitment of migrant students and in the implementation of the alternative/continuation school program.
- To provide assistance in the evaluation of the program's effectiveness.

The Secondary Credit Exchange Program is an alternative system that addresses these three general problems of migrant students:

- Through a series of accommodations, the program allows secondary migrant students to continue their education uninterrupted. Exchange schools communicate with home schools so a student's course can be continuous and classes are scheduled at night so migrant students can work during the day.
- Interstate communication through State Departments of Education ensure continuity of graduation requirements. Completed and partially completed credits are transferred on official school transcripts.

- An identification and recruitment program is aimed at the intermediate and high school age migrant students so that they understand that high school attendance is possible and so that young people will be encouraged to continue their education.

Three phases of the Secondary Credit Exchange Program are:

Phase 1

Identification

- Home schools disseminate information about the Secondary Credit Exchange Program to the student.
- Exchange schools recruit migrant students to participate in the program.
- Communication occurs between the home and exchange schools: Home schools send information about individual students (present course schedules, course objectives and content outlines, and specific course requirements).

Phase 2

Implementation

- Exchange schools organize an alternative program based on student needs as indicated by the information received from the home schools.
- Staff is hired to provide student instruction.
- Administrative arrangements (hours, locations, schedules) are made final.
- Students are enrolled in the Migrant Records Transfer System.
- Individual student programs are verified.
- Tutorial, small group, or combined classes are organized and conducted.
- Student progress is monitored and evaluated through teacher tests and mastery tests.

Phase 3

Transfer

- Students are withdrawn from the Migrant Records Transfer System.
- Final grades are compiled and recorded on each student's regular high school transcript.
- Transcripts and grades are mailed to the originating schools.
- Students receive copies of their grades. A Summary Report is compiled.

The tutorial program was designed to improve the academic outlook of the migrant underachiever and to serve as an enrichment program for the migrant student who is performing at or above grade level. It is a joint school and community project. The school program is designed to serve the migrant student before, during, and after school hours.

Teachers and students are hired to tutor in school and in the community. The bases for teacher tutor selection may be the principal's recommendation, major field of study, and Title I Migrant teacher status. The primary factors for the selection of peer tutors may be grades, economic need, teacher recommendations, and migrant status, although, where necessity prevails, non-migrants may be considered. Final selection of tutors should be determined by the person in charge of the tutorial program. Depending on local needs, tutor personnel may be required to sign a contract for one semester of the duration of the school year. An inservice program may be conducted, usually after school, to discuss duties and responsibilities for the tutoring services to be performed.

A tutorial program, as defined by the Texas Education Agency in A Program Guide For Migrant Education (June, 1977), provides individualized instruction for one person and/or a small group. Tutorial programs conducted by other than certified personnel require direct supervision by an administrator, counselor, or other certified personnel. Tutorial activities may be scheduled during the regular school day, after school, or during the evening and may be conducted by:

- certified teachers
- paraprofessional assistants
- secondary student assistants
- parent assistants
- peer and/or cross-age assistants

EXTENDED DAY PROGRAMS

In the extended day program supplementary assistance is provided for migrant pupils after the close of the regular school day through the provision of an additional hour of instruction for an established high priority need. Supplementary instruction is carried out by an instructional team consisting of a professional and/or paraprofessional. Class size is limited to no more than fifteen pupils in order to facilitate maximum impact of learning activities.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

HISTORY

As early as 1947, the Federal Interagency Committee on Migrant Labor recommended that statewide systems be established for school records of agricultural migrant children. Copies of a child's record were to be sent to every school district in the state and every State Department of Education in an area where that child might move. However, little was done toward achieving this goal because funds for migrant education were scarce and in most states, were non-existent. In November, 1966, Title I of the Elementary and Secondary Education Act was amended to include children of parents who were involved in the pursuit of agricultural employment. Funds were made available for the first time to begin serving children who had specific needs as a result of their unique way of life. However, because of the unique life-style of migrant families, it was difficult to maintain and communicate pertinent school information on migrant students. In an effort to improve communications among schools, the Migrant Student Record Transfer System was established in 1969 as a uniform national method of collecting, maintaining, and disseminating information on migrant students.

PURPOSE

The MSRTS is a nation-wide network of communication centers connected to central computer in Little Rock, Arkansas, with accompanying support services in education and health at the federal, state, and local levels. The system exists for the purpose of maintaining accurate and complete records on the health and educational status of migrant children, assuring the rapid transmittal of the data, and assisting in the appropiate use of the data. More than 500,000 children of migrant farmworkers and fishermen in the United States and Puerto Rico benefit from the Migrant Student Record Transfer System annually.

NEED

Educators working with migrant children were generally unable to obtain and exchange accurate, complete, up-to-date records on children due to their rapid mobility. Typically, children would arrive without records from previously attended schools. Consequently, improper grade placement, constant re-testing, and duplication of services often resulted. MSRTS helps rectify these problems by providing data services to migrant education personnel nation-wide so that appropriate services can be planned for the nation's migrant children.

ROLE OF THE COUNSELOR WITH MSRTS

The role of the counselor could be to become knowledgeable with MSRTS, its academic and educational records, and other transmittal forms such as the Skills Information System (SIS). An awareness of this system would enable the counselor to be more effective in instructional planning and academic placement.

THE ROLE OF THE PARENT ADVISORY COUNCILS

Public Law 93-380, also referred to as the Education Amendments of 1974, requires that each school district with a Title I program establish two types of councils: a Parent Advisory Council for the entire district (district-wide council) and one for each school participating in a Title I project. All council members must be selected by parents. Parents living in an eligible attendance area are entitles to participate in the selection of council members. This includes parents of children attending non-public schools. The law requires that the school districts recognize the councils as the group for advising it in the planning, implementation, and evaluation of Title I projects.

One of the important provisions is the one requiring that the council be made up of a majority of participating parents. For instance, if a council had twenty-five members, a majority is thirteen parents of children participating in Title I.

REGULATIONS FOR CAMPUS PARENT ADVISORY COUNCILS

Every district must have at least a district-wide Parent Advisory Council. These councils are mandated by Public Law 95-561.

A campus with not more than one FTE (Full-Time Equivalent) and not more than forty students in a Title I program must organize a campus PAC. Assuming this is the only Title I campus in the district, this campus PAC may also be the district-wide PAC.

The following requirements apply to the aforementioned PAC:

- Number of members not specified.
- Terms of members not specified.
- Must meet sufficient number of times per year.
- Council shall determine location(s) of meetings.

- Members must be elected by parents.
- Majority of members must be parents of Title I participants.

A campus that has forty-one to seventy-four students must organize a campus PAC. The number of FTE's, in this case, is immaterial. However, if this is the only Title I campus in the district, this campus PAC may also be the district-wide PAC.

The following requirements apply:

- Number of members not specified.
- Terms of members not specified.
- Must meet sufficient number of times per year.
- Council shall determine location(s) of meetings.
- Members must be elected by parents.
- Majority of members must be parents of Title I participants.

A campus which has seventy-five or more participants in the Title I program must have a campus PAC. The number of FTE's, in this case, is immaterial. If this is the only Title I campus in the district, the campus PAC may also be the district-wide PAC.

The following requirements apply to the organization of this type of Parent Advisory Council:

- Must be composed of not less than eight members.
- Members shall serve for two year terms.
- Members may be re-elected after expiration of term.
- Council officers must be elected after PAC fully constituted.
- Meet a sufficient number of times per year.
- Council shall determine a schedule of meetings.
- Council shall determine location(s) of meetings.
- Members must be elected by parents.
- Majority of members must be parents of Title I participants.

GOALS OF THE PAC

Some goals of the PAC are:

- To establish and strengthen the cooperation of the parents in the education of their children.

- To provide volunteer help to the classroom teacher to better meet the individual needs of children.
- To develop an environment that encourages friendly two-way communication between home and school.
- To allow parents to make significant contribution to their school and their community.

PARENT ADVISORY COUNCIL (PAC) REQUIREMENTS

Federal law and regulations require that schools with migrant programs establish a PAC. In Texas, schools have the option of operating a combined Title I Regular and Title I Migrant PAC or a PAC for each of the programs. The regulations for Title I Regular are more stringent and must be followed in the case where there are combined PACs.

Briefly the migrant requirements for PAC as contained in the Federal Register, Volume 45, No. 66, Section 116d.55 of April 3, 1980, are:

- Members of the PAC must know the needs of migrant children.
- Pac members must be elected.
- A majority of the PAC members must be parents of children who are being served or eligible to be served.
- The PAC must be given the responsibility for advising the school regarding the planning, implementation, and evaluation of the migrant program.
- The school shall provide the PAC, without charge, a copy of the law and federal and state regulations. Individual members shall receive the same items upon request.
- The school shall provide, without charge, to the PAC any report resulting from Federal or State auditing, monitoring, or evaluation.
- The school shall provide a program for training members of the PAC to carry out their responsibilities. The training must be planned in consultation with the PAC and appropriate training materials must be provided. Migrant funds may be used to cover the training expenses.

According to state guidelines, there are no set requirements for the role of the counselor in the PAC, however; a local PAC may use a counselor as a resource person or facilitator in the organization and implementation of the PAC.

PART III

SECONDARY AND POST SECONDARY EDUCATIONAL OPPORTUNITIES

Local, state, and out-of-state educational and career opportunities are available for migrant students. Scholarship, financial aid, and assistance programs include:

IN STATE

- College Assistance Migrant Program (CAMP)
- Higher Education Migrant Program (HEMP)
- Migrant Attrition Prevention Program (MAPP)
- Educational Studies To Influence Migrant Advancement (ESTIMA)
- High School Equivalency Program (HEP)
- Upward Bound

OUT-OF-STATE

- Michigan Economic For Human Development Migrant Scholarship Program (MEHD)
- Less-Than-Classroom Program
- Ohio Freshman Foundation Program
- College Assistance Migrant Program (CAMP) Colorado
- High School Equivalency Program (HEP)

FINANCIAL AID

- Basic Educational Opportunity Grant (BEOG Pell Grant)
- Supplemental Educational Opportunity Grant (SEDG)
- College Work Study Program (CWSP)
- National Direct Student Loan (NDSL)

A description of the scholarship programs which assist migrant students to continue their post secondary education is included in the following pages. Other financial aid programs are available. More informa-

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tion may be obtained by asking the minimum foundation counselor or the migrant counselor.

IN-STATE

College Assistance Migrant Program

The College Assistance Migrant Program (CAMP) is a federally funded program for migrant students. It is a one year scholarship program designed to help migrant students succeed in their first year of college. Presently there are three CAMP programs in the United States:

Pan American University
1201 West University Drive
Edinburg, TX 78539
Phone: (512) 381-2574

St. Edward's University
3001 South Congress
Austin, TX 78704
Phone: (512) 444-2621 EXT 312

Project ALMA
College Assistance Migrant Program
Adams State College
Alamosa, CO 81101

The CAMP Program is designed for migrant students and provides for:

- Academic Counseling - to help students determine which classes they should enroll in during their freshman year; to provide students with information regarding each major and its career possibilities.
- Learning Skills - to increase students' academic skills in order to be able to survive in the university, to graduate, and to secure employment.
- Tutoring Services - to help students within a particular subject area and to discuss academic problems and progress.
- Financial Assistance - The CAMP program will provide for a year's assistance. Afterwards, the students' eligibility will be determined by financial aid office.

Prerequisites for the program:

- Receive at least 50% of their total earned income from agricultural work during a twelve month period.
- Have been identified as economically disadvantaged in accordance with the guidelines established by the office of management and budget.

- Must be a citizen of the U.S. or on a permanent visa.
- Must be a high school graduate or have a General Educational Development Diploma (GED).

Basis of selection:

- Students meeting the eligibility requirements according to economic guidelines.
- Student's grades, ACT or SAT scores, letters of recommendation, interview, autobiography.
- Students having the greatest financial need and the greatest potential, for success.

College Prerequisites:

- High school diploma or GED.
- ACT scores
- Transcript
- Immunization Records
- Admissions application

Higher Education Migrant Program

Approximately sixty HEMP students are awarded one-year positions while attending college which pay minimum wage for career-related job experience. Students are assisted by a full-time staff including a Job Developer and Academic Specialist, who are also available to discuss any academic, family, health or personal problems students may have. In addition, the HEMP students have access to many additional services and activities provided by the University.

HEMP students must:

- Have obtained admission to Saint Edward's University, and
- Have requested and received notification of financial aid eligibility.

Migrant Attrition Prevention Program/Educational Studies To Influence Migrant Advancement

Two other programs established to create greater educational and career opportunities for migrant students are Migrant Attrition Prevention Program (MAPP) and Educational Studies To Influence Migrant

Advancement (ESTIMA). Approximately two-hundred MAPP (9th and 10th grade) and ESTIMA (11th and 12th grade) students attend basic courses including English, Math, History and Reading to aid high school performance and increase interest in continuing in school. Students may also choose among special-interest courses in photography, music, dance, recreation and sports, arts and crafts, typing, theater, medic, and nature study. They work in public and nonprofit state and federal agencies and are paid minimum wage to attend both work and school. Participants live and dine on campus, receive health care, and are well supervised during their stay They are paid for their travel expenses to and from Austin, and transportation is provided to their work sites. Students also have a lot of fun meeting other students, making friends, and visiting historical and scenic sites around Austin.

Requirements:

To qualify for admission to the above programs, each student must:

- Be between the ages of fourteen and twenty-one,
- Be a legal resident of the State of Texas,
- Have worked at least twenty-five days or earned at least $400.00 in farmwork during the last twenty-four months,
- Meet CETA Title IV YETP guidelines, and
- Meet current CETA program poverty guidelines

In addition, MAPP/ESTIMA students must:

- Be officially enrolled in school,
- Have completed the eighth grade,
- Provide two letters of recommendation,
- Interview with a program representative, and
- Submit a notarized letter of parental consent.

These programs (MAPP, ESTIMA, HEMP) are administered by St. Edward's University and funded by the State of Texas. More information regarding these programs may be obtained at this address:

St. Edward's University
3001 South Congress
Austin, TX 78704
Phone: (512) 444-2621 EXT 312

High School Equivalency Programs

The High School Equivalency Programs (HEP) in Texas are located at:

Pan American University-Edinburg
University of Houston-Houston
University of Texas at El Paso-El Paso

Financed by the federal government, HEP is a migrant program designed to improve the future of high school dropouts. This goal is achieved in several ways. The HEP student attends classes which help him to earn the High School Equivalency Diploma (GED). The program provides the student with career information and options to help him advance in his career. Once the student makes a career decision, the program assists the graduate to achieve his goals by aiding in job placement, college admission or entrance into a training program.

While attending classes as part of the HEP program most students live on campus, receive meal tickets for the university cafeteria and receive student IDs which allow them to use many of the university facilities. Adjustment of dorm life is made easier by the availability of HEP dorm counselors. The student is also helped by the presence of full time professionals in placement, vocational guidance and personal counseling.

Classes are designed to help the dropout receive the individual instruction he needs to successfully complete his high school education. Classes are small, the student's work self-paced, and individualized instruction is the norm. There are five subject areas in which the student must be tested and pass in order to receive his GED. The subjects are: social studies, math, science, literature and English grammar. When the student has completed sufficient work in a particular subject area, the instructor recommends the student for testing in that section of the GED. If the student passes a post test, he/she is allowed more time in preparation for the subjects in which he has not been tested. If he/she fails, he/she returns for more classroom instruction and study before re-testing.

HEP requirements:

- must be between seventeen and twenty-four years of age.
- must be a legal resident of the United States.
- must have dropped out of school six months before applying.
- must have come from a migrant or seasonal farmworker family.

Upward Bound Program

Upward Bound is a federally-funded post-secondary preparatory program through cooperation between participating universities and secondary schools to promote the potential of low-income academically disadvantaged high school students.

Philosophy:

Young people can develop the necessary skills to help them live a fuller and richer life through assistance and motivation.

Purposes:

Elevate the knowledge levels of the Upward Bound student.

Prepare each student through success-experience.

Develop the self-image and self-confidence of each personality.

Objective:

Motivation, culture appreciation, mutual and group interests, greater self-knowledge, and improvement of self-concept.

Involvement:

One-hundred twenty-six young people: sixty-three girls, sixty-three boys Students from the 10th, 11th, and 12th grade are selected and participate through high school graduation, plus 6 hours in college.

Identification:

"Bridge Student" --- Upward Bound students who are in high school and are taking college courses under Upward Bound Sponsorship.

"Non-Bridge Student" --- Upward Bound students who are in high school under Upward Bound's Academic and Counseling Services.

Cost:

None to either student or parent/guardian.

Stipend:

Regular school term --- $20.00 per month

Summer Session --- $7.50 weekly for six weeks, plus room and board

Summer Plan First Six Weeks:

On-Campus: Residence in university dorms, classes in academic areas, mini-courses for enrichment Monday through Friday.

School Year:

Twenty-five Saturdays; twelve in Fall; thirteen in Spring from 8:30 A.M. - 3:30 P.M.

Supportive Services:

Complementing the high school program and higher education. Includes academic classes, counseling, tutoring in high school subjects, field trips.

Academic:

Reading, Writing, Mathematics, Languages, Science, Physical Education through innovative curriculum.

Counseling:

Guidance and placement in higher education, career search.

Such a program is being conducted at Pan American University in Edinburg, Texas. It involves cooperative coordination between the university and four secondary schools - Edinburg, McAllen, Mission and Pharr. More information regarding this program may be obtained at this following address:

Pan American University
1201 West University
Edinburg, TX 78539

OUT-OF-STATE

Michigan Economic For Human Development Scholarship Program

The Michigan Economic for Human Development Migrant Scholarship Program is designed to provide higher education opportunities for migrants to attend colleges and universities in Michigan. This opportunity is sponsored jointly by participating colleges and Michigan Economic for Human Development, a private, non-profit organization receiving federal, state, and private funds to assist migrant and seasonal agricultural workers and their families. Students selected for the program will receive assistance in: (1) application process, (2) supportive services such as tutoring and counseling, (3) financial assistance and assistance in securing summer jobs.

- Financial assistance is available from MEHD for up to two years in undergraduate study and two years of vocational training programs. Provides $1,000 a year, therefore it will be the student's responsibility to select the type of financial package offered by the school he/she plans to attend.
- Students whose families have worked as migrant farmworkers in Michigan three out of the past five years will be considered residents of the state in order to determine tuition rates. These students will also qualify for grant funds. Note: Migrant students who meet eligibility requirements, but whose families have not worked the necessary number of years will be considered non-residents. Since most colleges may not have adequate funds for non-resident students, the student will have to apply a loan to cover a part of the educational cost. Financial assistance will be handled on an individual basis.
- Married students are eligible for the MEHD Scholarship of the CAMP Scholarship at a minimum. The married students are eligible for the same grants and work-study funds as a single student. However, only one member of the family may receive MEHD or CAMP funds. Eligible married students may receive a supplement from MEHD amounting up to $30.00 a month per dependent for the academic year. The amount per married student is determined by calculating his need and his resources to determine unmet need. Students will generally be eligible for up to four years of financial assistance. The student's financial need will be redetermined by the school on an annual basis.
- Application Process.
  - MEHD Migrant Scholarship application
  - Client Intake Form
  - Michigan Residency Application Form (When Applicable)
  - Financial Aid Form or Family Financial Statement
  - An autobiography from the student discussing his/her: (1) Family background (2) Personal experience (3) Desired course of study (4) School of choice
  - Two letters of recommendation, preferably from previous teachers

Basis of selection: Factors considered in determining who is selected to receive a scholarship from the Michigan Economic Human Development Program are:

- Eligibility - Students must meet eligibility requirements.

- Potential - An evaluation of the student's high school grades or GED scores will be used in determining his potential to pursue a given course of study or attend a specific college.
- Motivation - Consideration of an autobiography, letter of recommendation, preferably from previous teachers, and individual interviews, whenever possible, will be used to determine if the student has motivation needed to successfully complete the program he is entering.
- Need - Need shall be determined by comparing a student's financial resources with the financial requirements a student will have while attending a particular university.
- Career Choice - MEHD Scholarship will be provided to students entering all career fields.

Additional information may be obtained at the following address:

Michigan Economics For Human Development
P.O. Box 127
908 West Jefferson Street
Grand Ledge, MI 48837

Less-Than-Classroom Program

Less-Than-Classroom:

- Sponsored by Michigan Economics for Human Development, the Less-Than-Classroom Program consists of students enrolled in non-degree, vocational programs at colleges and private occupational schools in Michigan. The purpose is to provide training areas that are not traditionally degree oriented. This program provides training and employment options that are not normally through the universities and colleges in Michigan.
- Eligibility - The same as for the Migrant Scholarship.
- Application Process - The same as for the Migrant Scholarship.

Ohio Freshman Foundation Program

Implemented by Ohio State University, the Freshman Foundation Program is designed to help freshman migrant students (with a history of migration to the state of Ohio) to further their post-secondary education at Ohio State University.

The program provides:

- Financial assistance - The program will provide for a one year assistance. The student's eligibility is determined by the financial aid office.

- Tutorial services - Assist students having problems within certain academic subject areas.
- Counseling services - Assist freshman students in selecting academic courses during their freshman year. Personal and group counseling is also provided.

Prerequisites for the program:

- Receive 50% of their income from agricultural work during a twelve month period.
- Must have previously migrated to the state of Ohio.
- Must be a high school graduate or have a General Education Development Diploma (GED).
- Must be accepted for admission by the university.

FINANCIAL AID OPPORTUNITIES

BEOG Pell Grant (Basic Educational Opportunity Grant)

The Basic Educational Opportunity Grant Program is a federal aid program designed to provide financial assistance to those who need it to attend post-high school educational institutions. Basic Grants are intended to be the "floor" of a financial aid package and may be combined with other forms of aid in order to meet the full costs of education. Determination of eligibility is based on your own and your family's financial resources. BEOG awards for students enrolled less than full time will be decreased.

The amount of your award will be based on your determination of eligibility and the cost of attendance at your school.

To be eligible for a BEOG, a student must:

- be a U.S. citizen or an eligible non-citizen, as described in BEOG application
- be an undergraduate student
- be enrolled at least 6 hours
- send application to Los Angeles
- submit SER - Student Eligibility Report to Financial Aid Office

Students may apply for this grant for the period of time required to complete the first undergraduate course of study being pursued.

SEOG (Supplemental Educational Opportunity Grant)

The Supplemental Educational Opportunity Grant Program is for students of financial need determined by the Financial Aid Office.

To be eligible for SEOG, a student must:

- be a U.S. citizen, national or permanent resident of U.S.
- have submitted General Financial and Application
- be an undergraduate student
- be enrolled full time (at least 12 hours)
- be in need as established by Financial Aid Office

CWSP (College Work Study Program)

The primary purpose of College Work Study Program is to stimulate and promote part-time employment to students. The program is designed for those students who have financial need and who are in need of the earnings to pursue a course of study at Pan American University. To be eligible for Work Study a student must:

- be a U.S. citizen, national or permanent resident of U.S.
- have submitted General Financial Aid Application
- demonstrate financial need
- show evidence of academic or creative promise and capability of maintaining good standing in such a course of study while employed under the program
- have been accepted for enrollment or is currently enrolled on a full time basis
- a student will be eligible to participate in CWSP during periods of non-enrollment if the student:
    - was enrolled and was in attendance as at least a half-time student at the institution during the preceding period of regular enrollment (regular session) at that institution and will complete his course of study during such special session, or;
    - will be enrolled, or has been accepted for enrollment, at the institution as a full-time student for the regular sessions following such special session.

Provisions and Procedures:

- Students may not be employed for more than 20 hours per week during periods of enrollment and 40 hours per week during periods of non-enrollment
- Student's total earnings may not exceed his need as determined by the Financial Aid Office, taking into consideration all financial aid awards made to the student, and outside employment
- If a student is employed full time during the summer vacation period, a percentage of his net earnings must be allocated to the cost of attendance in the subsequent sessions
- A student must sign an affidavit indicating he intends to use proceeds to offset his educational expenses
- The rate of compensation shall be not less than the minimum wage nor greater than $1.50 above minimum wage
- A student must submit a time card on a monthly basis
- Eligibility of a student must be determined on an annual basis
- Under no circumstances may a student receive payment from CWS funds for work in excess of 20 hours per week during periods of enrollment. If a student does work beyond the 20 or 40 hour per week, non-CWS funds must be used to pay the student for all time worked in excess of 20 or 40 hours

NDSL (National Direct Student Loan)

The National Direct Student Loan is for students who are enrolled in a participating post-secondary institution and need a loan to meet their educational expenses.

You may borrow up to a total of (a) $3,000 if you are enrolled in a vocational program or if you have completed less than two years of a program leading to a bachelor's degree; (b) $6,000 if you are an undergraduate student who has already completed two (2) years of study towards a bachelor's degree; (c) $12,000 for graduate study. (Total includes any amount you borrowed under NDSL for undergraduate study).

- 4% interest rate
- possible teacher cancellation
- enrolled full time (at least 12 hours)
- submitted general application to Financial Aid Office
- need determined by Financial Aid Office
- must attend pre-exit counseling session
- repayment begins 6 months after student graduates or drops below 6 hours of enrollment

PART IV

CONCLUDING REMARKS

The Migrant Program has met the needs of migrant students through instructional and supportive services such as the guidance and counseling component. However, one major problem affecting the migrant students' educational goals is the students' tendency to dropout of school. There are several contributing causes that promote this trend.

Many migrant students enroll in school a few weeks to several months late and withdraw weeks before the end of the school year. Many of these students will not complete their course requirements. Frequent mobility creates a communication problem between the homebase and the receiving schools causing a delay of school records which results in improper scheduling.

Migration patterns prevent the student from performing at his or her academic potential. Achievement test scores indicate that these students are two or more years below grade level in English, Mathematics, and Reading.

Migrant students also have difficulties in participating in school activities since many clubs and organizations select their members (e.g., drill team, band, flag girls) and officers in late May and early September, thus closing the door to migrant participation.

Another factor that contributes to the migrant's drop out problem is the lack of communication with teachers and peers. This dilemma reinforces their feelings of isolation and withdrawal from the school environment and sometimes encourages frustration and defiance of authority.

School conflicts and lack of interest in academic work often prompt the student's excessive absenteeism. Many are excessively absent because of their need to help the family financially and to care for younger siblings.

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The Title I Migrant Program has provided many innovative instructional and supportive services for the migrant student. Through the joint efforts of the federal, state, and local educational agencies, the educational needs of many migrant children have been met. However, the challenge to those in the educational system continues.

Our task as migrant counselors is to provide counseling and guidance programs which will help the student to combat the psychological and social conditions which contribute to his alienation, overall poor acdemic performance, and negative educational interest/motivation. Our joint counseling and guidance efforts can help the migrant student to remain in school and become a productive member of society.

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APPENDIXES

APPENDIX A

LEGISLATIVE HISTORY AND LEGAL COMPLIANCE

Title I of Public Law 89-10, the Elementary and Secondary Education Act (ESEA) of 1965, authorized a national program of federal education support for disadvantaged children. In November of 1966, Title I ESEA was amended by P.L. 89-750 to incorporate special provisions for migratory children of migratory agricultural workers.

Section 103 of P.L. 89-750 (Education Amendments of 1966) authorized "payments to state educational agencies for assistance in educating migratory children of migratory agricultural workers." The new program provided for grants to state educational agencies (SEAs) or combinations of such agencies to establish or improve, either directly or through local educational agencies (LEAs), programs and projects designed to meet the special educational needs of migratory children of migratory agricultural workers. P.L. 89-750 also provided that grant monies were to be used for interstated coordination of migrant education programs and projects, including the transmittal of pertinent information from children's school records.

Other significant legislation amending the Title I migrant statute included the Education Amendments of 1967 (P.L. 90-247); the Education Amendments of 1969 (P.L. 91-230); the Education Amendments of 1972 (P.L. 92-318); and the Education Amendments of 1974 (P.L. 93-380). These laws provided statements concerning such program components as the eligibility of the five-year settled-out migrant, the reallocation of excess funds, the use of carryover funds, the dissemination of information, parental involvement, a prohibition against supplanting of state and local funds, preschool education, the use of statistics from the Migrant Student Record Transfer System (MSRTS) for funding purposes, the eligibility of migratory children of migratory fishermen, and the identification and dissemination of information concerning innovative and successful projects.

PROGRAM ADMINISTRATION AND OPERATION

The Title I program for migratory children is a state-administered program which may involve financial assistance to local educational agencies as sub-grantees. Operational responsibilities are shared by the U.S. Commissioner of Education, state educational agencies, local educational agencies, and other public and private non-profit organizations which operate migrant projects.

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The (SEA) is directly responsible for the administration and operation of the state's Title I migrant program. Annually, each SEA submits a comprehensive plan and cost estimate for its statewide program to the Office of Education for approval. Section 116d.31 of the regulations provides that this plan is to contain information on the number and location of migrant students within the State, their special educational needs including educational performance and cultural and linguistic background which is relevant to assessing the educational needs of the children, program objectives, services to be provided to meet those objectives, evaluation procedures for determining program effectiveness, the types of information which the SEA will pass on to the other SEAs to assure continuity of services, a description of the SEAs plan for meeting requirements pertaining to dissemination of public information, and the establishment and utilization of a state parental involvement council for program planning, implementation, and evaluation purposes. In addition, each state application is to contain an appropriate budget. Section 116d.31 of the regulations further provides that the Commissioner shall approve a state application only if it demonstrates that payment will be used for projects designed to meet the special educational needs of migratory children, including provision for the continuity of educational and supportive services, and transmittal of pertinent information with respect to school records of these children. The SEA then approves or disapproves local project proposals. Further, the SEA is also responsible for the design and preparation of state evaluation reports.

If the state's application is approved, it is awarded a grant entirely separate from the regular Title I allocation to finance the migrant program. SEAs are required to submit to the Commissioner of Education individual project summaries indicating in sufficient detail the manner and extent to which state objectives and priorities are being met.

Proposals to operate a migrant project are submitted to SEA by these LEAs serving areas with migrant students, and by other public and nonprofit private organizations (note that proposals are submitted on a voluntary basis). Section 116d.6 of the program regulations provides that proposals shall describe the objectives to be achieved by the operating agency for each grade group, the estimated number of children to be served by the agency, the services to be provided to achieve the stated objectives, the types and number of staff to be employed, and an appropriate budget.

The Title I Migrant Education Program was first appropriated $9.7 million in fiscal year 1967 of a $40.3 million authorization. That appropriation has grown to $173.6 million for fiscal year 1979 programs. In 1967, state agency programs were not fully funded under the Title I enabling legislation; therefore, the appropriation was less than the authorization. In succeeding years, state agency programs have been funded to the full authorization.

The statute also includes a provision for special arrangements whereby the Commissioner may conduct Migrant Education Programs. If the Commissioner determines that a state is unable or unwilling to conduct education programs for migrant children, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or non-profit private agencies in one or more states and may use all or part of the grants available for any such state.

It was determined by the Commissioner of Education that full implementation of the Migrant Student Record Transfer System (MSRTS) would add substantially to the welfare and educational attainment of migrant children. Because all states are required to participate in this interstate and intrastate transfer of records, and as such benefit from its operation, an equal percentage of each state's annual grant amount is set aside to fund the MSRTS.

FUNDING

Public Law 95-561, sections 141-143, addresses the following:

GRANTS-ENTITLEMENT AND AMOUNT

"Sec. 141. (A) ENTITLEMENT. --A state educational agency or a combination of such agencies shall, upon application, be entitled to receive a grant for any fiscal year under this part to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers or of migratory fishermen which meet the requirements of section 142.

(B) AMOUNT OF GRANT--(1) Except as provided in sections 156 and 157, total grants which shall be made available for use in any state (other than Puerto Rico) for this subpart shall be an amount equal to 40 per centum of the average per pupil expenditure in the State (or (A) in the case where the average per pupil expenditure in the State is less than 80 per centum of the average per pupil expenditure in the United States, of 80 per centum of the average per pupil expenditure in the United States, or (B) in the case where the average per pupil expenditure in the State is more than 120 per centum of the average per pupil expenditure in the United States, of 120 per centum of the average per pupil expenditure in the United States) multiplied by (i) the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State full time, and (ii) the full-time equivalent of the estimated number of such migratory children agen five to seventeen, inclusive, who reside in the state part time, as determined by the Commissioner in accordance with regulations, except that if, in the case of any state, such amount exceeds the amount required under section 142, the Commissioner shall allocate such excess, to the

extent necessary, to other states, whose total of grants under this sentence would otherwise be insufficient for all such children to be served in such other States. In determining the full-time equivalent number of migratory children who are in a state during the summer months, the Commissioner shall adjust the number so determined to take into account the special needs of those children for summer programs and the additional costs of operating such programs during the summer. In determining the number of migrant children for the purposes of this section the Commissioner shall use statistics made available by the migrant student record transfer system or such other system as he may determine most accurately and fully reflects the actual number of migrant students.

(2) For each fiscal year (FY), the Commissioner shall determine the percentage which the average per pupil expenditure in Puerto Rico is of the lowest average per pupil expenditure of any of the fifty states. The grant which Puerto Rico shall be eligible to receive under this section for a fiscal year shall be the amount arrived at by multiplying the number of such migrant children in Puerto Rico by the product of--
(A)"the percentage determined under the preceding sentence, and
(B) 32 per centum of the average per pupil expenditure in the United States."

PROGRAM REQUIREMENTS

"Sec. 142. (a) REQUIREMENTS FOR APPROVAL OF APPLICATION. --The Commissioner may approve an application submitted under section 141 (a) only upon his determination--

(1) that payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migrantory children of migratory agricultural workers or of migratory fishermen, and to coordinate such programs and projects with similar programs and projects in other states, including the transmittal of pertinent information with respect to school records of such children;

(2) that in planning and carrying out programs and projects there has been and will be appropriate coordination with programs administered under part B of Title III of the Economic Opportunity Act of 1964 and under section 303 of the Comprehensive Employment and Training Act;

(3) that such programs and projects will be administered and carried out in a manner consistent with the basic objectives of subpart 3 oa part A, other than sections 122, 123, 126(d), and 130 thereof;

(4) that, in planning and carrying out programs and projects at both the state and local educational agency level, there has been and will be appropriate consultation with parent advisory councils established in accordance with regulations of the Commissioner (consistent with the requirements of section 125(a)); and

(5) that, in planning and carrying out programs and projects, there has been adequate assurance that provision will be made for the preschool education needs of migratory children of migratory agricultural workers or of migratory fishermen, whenever such agency determines that compliance with this paragraph will not detract from the operation of programs and projects described in paragraph (1) of this subsection after considering funds available for this purpose.

(b) CONTINUATION OF MIGRANT STATUS. --For purposes of this subpart, with the concurrence of his parents, a migratory child of a migratory agricultural worker or of a migratory fisherman shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this section. Such children who are presently migrant, as determined pursuant to regulations of the Commissioner, shall be given priority in this consideration of programs and activities contained in applications submitted under this subsection.

(c) BY-PASS PROVISION. --If the Commissioner determines that a state is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers or of migratory fishermen, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or nonprofit private agencies to carry out the purposes of this section in one or more states, and for this purpose he may use all or part of the total of grants available for any such state under this section.

COORDINATION OF MIGRANT EDUCATION ACTIVITIES

"Sec. 143. (1) ACTIVITIES AUTHORIZED. --The Commissioner is authorized to make grants to, or enter into contracts with, state educational agencies to operate a system for the transfer among State and local educational agencies of migrant student records and to carry out other activities, in consultation with the states, to improve the interstate and intrastate coordination among state and local educational agencies of the educational programs available for migratory students.

(b) AUTHORIZATION OF APPROPRIATIONS. --There are authorized to be appropriated for this section not more than 5 per centum of the total amount paid for the preceding fiscal year to state educational agencies under section 141.

GRANT AMOUNTS

The formula for computing the maximum grant a state may receive is based on the full-time equivalency school-aged (5-17) migrant children residing in the state. Unfortunately, the true number of migrant children is not known.

Previous to FY 1975, estimates of the number of migrant children for each state were obtained by multiplying the number of migratory workers residing in the state (information provided by the employment offices of the U.S. Employment Service) by seventy-five percent. Section 101 of P.L. 93-380 (Education Amendments of 1974) provides that the number of migrant children will henceforth be estimated from "statistics made available by the Migrant Student Record Transfer System or such other system as (the Commissioner) may determine most accurately and reflects the actual number of migrant students." Beginning in FY 1975, state allocations were based on information contained in the MSRTS.

The state's allocations are computed through a formula which multiplies the state's full-time equivalency of migrant children by 40% of the state's per pupil expenditure is adjusted, when necessary, to not less than 80% or not more than 120% of the national average per pupil expenditure.

Section 125 of P.L. 93-380 states, however, that (...no state agency shall receive in any fiscal year...an amount which is less than 100 per centum of the amount which that state agency received in the prior fiscal year...) Therefore, when the formula that employs current statistics made available by the MSRTS computes to a grant amount less than the grant amount made available in FY 1974 (utilizing Department of Labor estimates), or in any succeeding fiscal year (utilizing Department of Labor estimates of MSRTS data), then the new grant award is maintained at a level equal to that of the prior fiscal year. In essence than, a funding floor was created in 1974, and state agencies are held harmless at 100% of that fiscal year's grant amount or any succeeding fiscal year's grant amount that demonstrated an increase and established a new funding floor."

FUND UTILIZATION (P.L. 95-561 Sec. 116d.51)

"(A) General. An SEA may use funds made available for the state migrant education program under section 141 of Title I of the Act only for the following:

(1) To perform the functions described in 116d.50 (d)(2) of these regulations relating to administrative functions that are unique to the State migrant education program.

(2) To support approved projects designed to meet the special educational needs of eligible migratory children.

(B) Types of services. The projects referred to in paragraph (a)(2) of this section must be designed to meet the special educational needs of the migratory children eligible to be served, particularly any need for improvement in the basic academic subjects. The project's services must be supplementary to those services provided with state and local funds. These projects may include the following types of services:

(1) Academic instruction.

(2) Remedial and compensatory instruction.

(3) Vocational instruction and career education services.

(4) Special guidance, counseling, and testing services.

(5) Preschool services.

(6) Other educational services that are not available to eligible migratory children in adequate quantity or quality.

(7) The acquisition of instructional materials--such as books and other printed or audiovisual materials--and equipment.

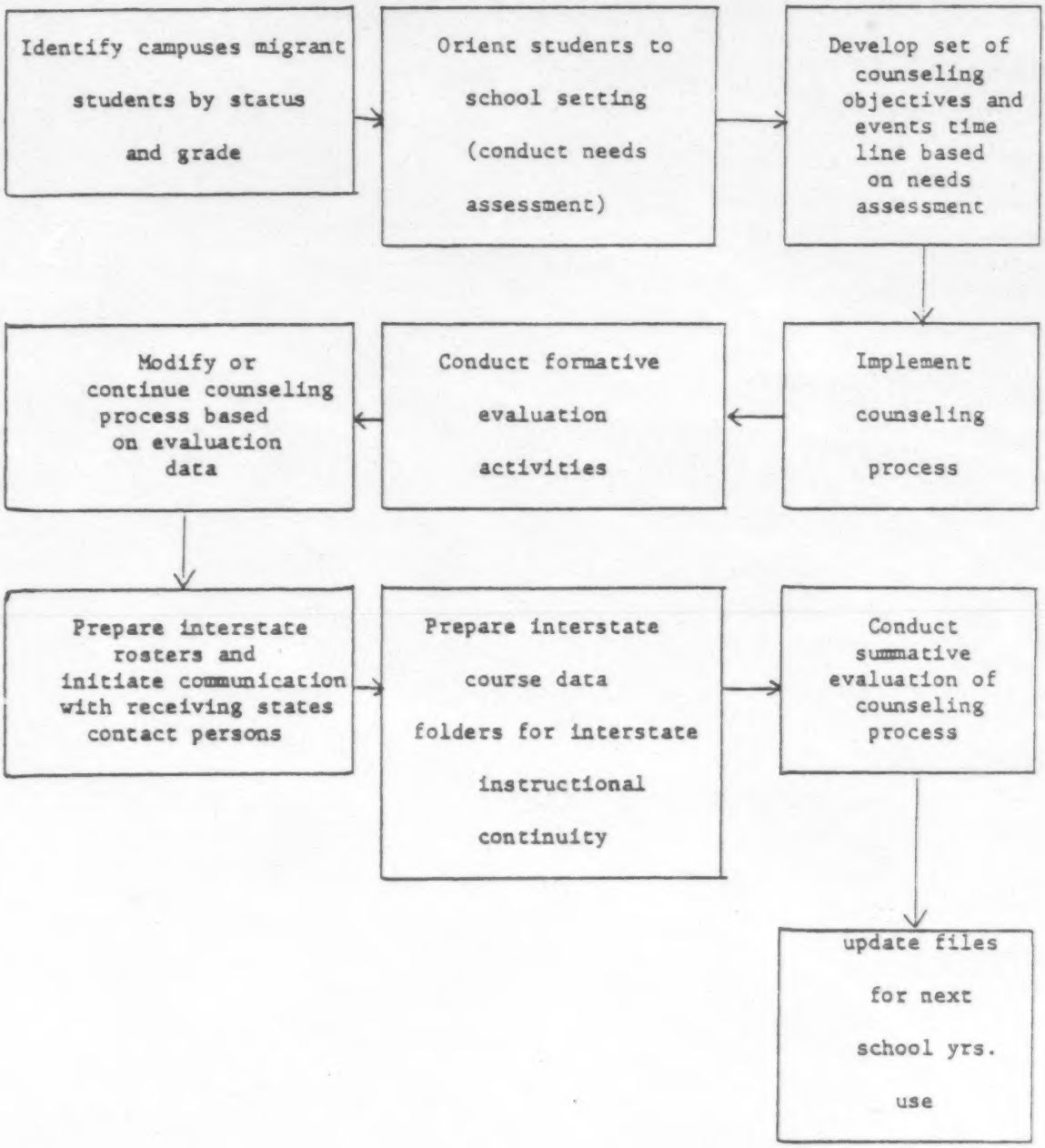
(8) Other services that meet the purposes of the Migrant Education Program.

SUMMARY

The Commissioner issues these final regulations for the program for migratory children under Sections 141-143 of Title I of the Elementary and Secondary Education Act (ESEA). The purpose of the Migrant Education Program is to make federal funds available to state educational agencies (SEAs) to conduct programs designed to meet the special educational needs of migratory children.

MIGRANT PROGRAM

COUNSELOR'S FLOW CHART


Identify campuses migrant students by status and grade
Orient students to school setting (conduct needs assessment)
Develop set of counseling objectives and events time line based on needs assessment
Implement counseling process
Conduct formative evaluation activities
Modify or continue counseling process based on evaluation data
Prepare interstate rosters and initiate communication with receiving states contact persons
Prepare interstate course data folders for interstate instructional continuity
Conduct summative evaluation of counseling process
update files for next school yrs. use

APPENDIX C

COUNSELOR QUESTIONNAIRE

Name_____ School_____

Part I

1. Number of periods per day you are scheduled for:
   A. Guidance _____
   B. Other_____ _____
2. Number of pupils assigned to you _____

	Yes	No
3. Do you have a private office?	_____	_____
4. Do you have an outside phone of your own?	_____	_____
5. Do you have a typewriter of your own?	_____	_____
A. If no, do you need one?	_____	_____
6. How many class periods of paid clerical help per week do you now have?		_____
7. Have you worked on any guidance research or follow-up studies at your school within the last year?	_____	_____

Part II

In column A please check those duties that you now perform.
In column B please check only those duties you now perform that you feel are not the functions of a counselor and could be performed by other personnel.
In column C check only those duties you feel should be done, but you are not able to do at this time.

Administrative

	A	B	C	
1.	_____	_____	_____	Check absentees
2.	_____	_____	_____	Substitute for absent teachers
3.	_____	_____	_____	Select students with special aptitudes, abilities and skills
4.	_____	_____	_____	Supervise posting of daily and semester record attendance on office forms
5.	_____	_____	_____	Prepare permanent record cards
6.	_____	_____	_____	Adjust student programs to equalize class loads
7.	_____	_____	_____	Approve course changes
8.	_____	_____	_____	Admit new students with transfers
9.	_____	_____	_____	Evaluate credits of new students
10.	_____	_____	_____	Initiate referrals to special services (Attendance, Teacher, Psychological Clinic, Attendance Department, etc)
11.	_____	_____	_____	Check credits for graduation and promotion

Working with Individual Students

	A	B	C	
12.	_____	_____	_____	Help students adjust to school
13.	_____	_____	_____	Assist students with course plans
14.	_____	_____	_____	Assign students to classes
15.	_____	_____	_____	Assist students with occupational plans
16.	_____	_____	_____	Counsel students regarding personal problems
17.	_____	_____	_____	Assist with future educational plans
18.	_____	_____	_____	Gather information about students
19.	_____	_____	_____	Keep data on students with special talents
20.	_____	_____	_____	Assist students who are failing course work
21.	_____	_____	_____	Discipline students
22.	_____	_____	_____	Render first aide
23.	_____	_____	_____	Transport sick or injured students to their homes for medical help

Working with Groups

	A	B	C	
24.	_____	_____	_____	Lead group orientation classes
25.	_____	_____	_____	Teach Occupational Planning and/or Life Adjustment classes
26.	_____	_____	_____	Lunchroom duty

Testing Work

	A	B	C	
27.	_____	_____	_____	Administer group tests
28.	_____	_____	_____	Record results of group tests
29.	_____	_____	_____	Interpret test results to students in groups or individually

Working with Teachers

	A	B	C	
30.	_____	_____	_____	Interpret school policies to teachers
31.	_____	_____	_____	Interpret test results to teachers
32.	_____	_____	_____	Assist teachers with student problems
33.	_____	_____	_____	Assist teachers with in-school placement of students
34.	_____	_____	_____	Conduct case conferences with teachers and specialists

Working with Other Counselors

	A	B	C	
35.	_____	_____	_____	Plan the school's guidance program
36.	_____	_____	_____	Assist other counselors with serious problem cases
37.	_____	_____	_____	Sit in on case conferences with other counselors
38.	_____	_____	_____	Coordinate services at secondary level (Jr. and Sr. High School) with services at the elementary, trade school, and college level

Working with Administrative Officers

	A	B	C	
39.	_____	_____	_____	Plan guidance activities with administrative officials
40.	_____	_____	_____	Help administrators collect, tabulate, and interpret significant information
41.	_____	_____	_____	Serve on committees (research, planning)

Working with Parents

	A	B	C	
42.	____	____	____	Consult with parents of failing students
43.	____	____	____	Consult with parents concerning student behavior
44.	____	____	____	Consult with parents concerning vocational and educational plans of students
45.	____	____	____	Refer parents to community social agencies or private professional help

Occupational and Educational Information

	A	B	C	
46.	____	____	____	Organize Career and/or College Days
47.	____	____	____	Conduct Career Days
48.	____	____	____	Secure occupational information
49.	____	____	____	Secure armed service materials
50.	____	____	____	File occupational and educational information

Placement

	A	B	C	
51.	____	____	____	Assist in securing jobs for students
52.	____	____	____	Give information about work permits
53.	____	____	____	Give information about obtaining social security cards

Other Duties

	A	B	C	
54.	____	____	____	Issue free bus tickets and/or lunch, identification, bus cards
55.	____	____	____	Issue illness, library and other passes
56.	____	____	____	Others (List)
	____	____	____	
	____	____	____	
	____	____	____	

APPENDIX D

STUDENT INVENTORY OF GUIDANCE AWARENESS

We would like to discover the extent to which you are familiar with the guidance services offered in your school. By knowing how you feel about this phase of our school program, we shall be better able to initiate changes in areas which you indicate. Will you please respond as frankly and honestly as you are able? DO NOT PLACE YOUR NAME ON THIS INVENTORY.

DIRECTIONS: Will you please check (X) Yes or No to indicate your feelings about each question. If you feel that you cannot give a definite Yes or No answer, will you please check (X) in the space marked (?).

___Yes___No? 1. Does your school help you to consider information about yourself as it relates to your future educational and vocational plans?

___Yes___No? 2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered?

___Yes___No? 3. Have you had conferences with some one on your school staff concerning your educational and vocational plans?

___Yes___No? 4. Does the school inform your parents of your standardized test results?

___Yes___No? 5. If you had a personal problem, would you feel free to discuss it with someone on your school staff?

___Yes___No? 6. Does your school help you to understand the meaning of your standardized test scores? (Examples: school ability, achievement, and aptitude).

___Yes___No? 7. Do you have access to the information you want and need to know about the various occupations you have considered?

___Yes___No? 8. Do you know which member of your school staff is your school counselor?

___Yes___No? 9. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?

___Yes___No? 10. Has your school counselor talked with you about your future educational and vocational plans?

___Yes___No? 11. Has your school provided your parents an opportunity to discuss your educational plans?

___Yes___No? 12. Do you have access to the information you want and need about colleges and other schools which offer post high school education?

___Yes___No? 13. When you entered high school, were you helped to learn about your new school and how to get along in it?

___Yes___No? 14. Have you had an opportunity to discuss with your school counselor various approaches to solving problems with which you have been faced?

___Yes___No? 15. Are you thinking about or planning what you are going to do when you finish high school?

___Yes___No? 16. Has your school provided the opportunity for you to learn to present information about your abilities, training, characteristics, and experience to employers in a convincing manner?

___Yes___No? 17. Have your parents ever talked with your school counselor?

___Yes___No? 18. Have you been helped to plan the subjects and activities you need and want to take while you are in high school?

___Yes___No? 19. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?

___Yes___No? 20. Can you talk about your real feelings about things with your school counselor?

___Yes___No? 21. Do your teachers discuss the various occupations which are related to the subjects taught by them?

___Yes___No? 22. Do you know where your school counselor's office is located?

___Yes___No? 23. Have you been helped to decide if you have the ability to succeed in college?

___Yes___No? 24. Does your school use film-strips, films, pamphlets, books, etc., to help you understand problems of personal and social development?

___Yes___No? 25. Have your ability and achievement test results been helpful to you in your educational and vocational planning?

___Yes___No? 26. Have you received any help from your school in the improvement of your study skills and habits?

___Yes___No? 27. Have you had an opportunity to participate in group discussions about the concerns of high school students?

___Yes___No? 28. Has your school counselor discussed your ability and achievement test results with you individually?

___Yes___No? 29. Were you helped before the ninth grade to plan your high school program of courses?

___Yes___No? 30. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?

___Yes___No? 31. Has a counselor or a teacher helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?

___Yes___No? 32. Have you been satisfied with the course selections which you have made?

___Yes___No? 33. Do you feel that your school experiences have provided you with opportunities to develop self-reliance?

SCHOOL_____BOY____GIRL____GRADE_____

TITLE I MIGRANT STUDENT PROGRAM

COUNSELING CHECK LIST

STUDENT NAME: _____ CAMPUS: _____

STUDENT NUMBER: _____ DATE ENROLLED: _____

STUDENT MIGRANT STATUS: _____ ADVISOR: _____

STUDENT ACADEMIC STATUS (check one)

___ Freshman ___ Junior

___ Sophmore ___ Senior

	STATUS* N/A	S	C
1. Verified Migrant Status			
2. Provided school layout map			
3. Provided school handbook			
4. Reviewed cumulative folder			
5. Verified any prior inter/intra state school enrollment			
6. Determined actual student academic status based on credits			
7. Provided requirements for graduation			
8. Provided information of curriculum options			
9. Provided information of extra-curricular activities			
10. Provided information of assistance available for academic success			
11. Pointed out academic strengths/weaknessess			
12. Informed on requirements for passing courses.			
13. Assisted with course selection and scheduling			
14. Determined course make up required for credit			
15. Logged student on interstate credit exchange roster			
16. Scheduled student for group counseling sessions			
17. Sent parents/guardian form letter welcoming student to school including counselor's phone number			
18. Reviewed students MSRTS Academic Record			
19. Reviewed students MSRTS Health Record			
20. Prepared student interstate academic profile folder			

N/A = Not Applicable
S - Started
C - Completed

APPENDIX F

COUNSELING AND GUIDANCE STUDENT SERVICES

NAME: _____ GRADE: _____

ADDRESS: _____ PHONE _____

PARENTS: _____ STATUS C F

D.O.B. / / AGE _____ ENTRY DATE: / / CODE: O R

DATE OF WD. / / REASON: _____

SCHOOL ATTENDED: _____

MIGRATED TO: _____

Free Lunch; Yes _____ No _____

SCHOOL PROGRAMS	
	Dare-Reading (Mig.
	SCE-Reading
	Migrant Math
	Title I Math
	Teacher Tutorial
	Bic. Enrichment
	Drop-Out Prev.
	E.S.L.
	L.D.
	Visiting Teacher
	Medical Services
	Regular Class
	Speech Theraph/

Type of Need:
(1) Personal Problems/Personal Adjustment
(2) Career Awareness
(3) Study Habits
(4) Academic (late entry, early withdrawal, failing)
(5) Parent Conferences
(6) Teacher Conference

Type of Session:
(1) Individual
(2) Group
(3) Classroom

Length of Session:
(1) Less than 15 minutes
(2) 15-30 minutes
(3) More than 30 minutes

PROMOTION STATUS:
Placed _____
Retained _____
Promoted _____

DATE	TYPE OF NEED	TYPE OF SESSION	LENGTH OF SESSION	COMMENTS
/	1 2 3 4 5 6	1 2 3	1 2 3	
/	1 2 3 4 5 6	1 2 3	1 2 3	
/	1 2 3 4 5 6	1 2 3	1 2 3	
/	1 2 3 4 5 6	1 2 3	1 2 3	
/	1 2 3 4 5 6	1 2 3	1 2 3	
/	1 2 3 4 5 6	1 2 3	1 2 3	
/	1 2 3 4 5 6	1 2 3	1 2 3	

COUNSELING AND GUIDANCE STUDENT SERVICES

Name _____ Homeroom _____

Date	Type of Need	Type of Session	Length of Session	Comments
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	

APPENDIX G

LAST NAME FIRST NAME DOB GRADE

	SUBJECT	TEACHER	ROOM	1st	2nd	3rd	4th	5th	6th	FINAL	
H.R.											
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											

Reason For Being Referred_____

Referring Person_____

Time Of Referral_____

Date Entered School_____

Personal Data:
Local Address_____

Home Phone_____

NCE Total Reading_____ LAS_____

Total Language_____

Total Math_____

Migrant Yes____No_____

Mother_____Occupation_____

Father_____Occupation_____

Child Lives With: Mother_____Father_____

Number of Brothers and Sisters Living at Home_____

Student's Order of Birth_____

APPENDIX H: GLOSSARY

CETA-Title IV YETP

Under Title IV of the Comprehensive Employment and Training Act (CETA) provisions are made for Youth Employment and Training Programs (YETP). These monies afford youth ages 14-21 with opportunities to enhance their work skills and to become more competitive in the labor force.

Educationally Deprived Child

An educationally deprived child is one who is behind in school. He is not doing the schoolwork expected of children his age because of economic, social, language, or cultural problems.

Elementary and Secondary Education Act of 1965 (ESEA)

In November 1966 Title I of Public Law 89-10, the Elementary and Secondary Education Act of 1965 was amended by public Law 89-750 to incorporate special provisions for migratory children of migratory agricultural workers within the national program of federal education support for disadvantaged children (Title I, ESEA). The law has subsequently been amended for additions, revisions and for further clarification.

Local Education Agency

Local education agency (LEA) means a board of education or some other legal authority having administrative control over public education in a county, township, or school district.

SIS - Skills Information System

The Skills Information System (SIS) is a structured means of recording mastery of skills in math, reading, early childhood, English and oral language. The SIS is operated by the Migrant Student Record Transfer System and its users. The reported skills become part of each student's record on the MSRTS and will thereby be available to teachers, aides and tutors serving migrant students.

Supplant

Supplant means to replace or to be used instead of. Migrant funds may not be used to supplant State or local funds for education.

Supplement

Supplement means to add to. Migrant funds should supplement State and local funds for education of a special group of children identified under the migrant requirements.

The National Advisory Council on the Education of Disadvantaged Children

This council was created for the purposes of reviewing and evaluating the administration and operation of ESEA (Title I). The council reviews and evaluates the effectiveness of programs designed to improve the educational attainment of educationally deprived children and can make the necessary recommendations. These recommendations are submitted to the President & Congress no later than March 31st of each calendar year in the form of an Annual Report.

Washington State - Texas Secondary Credit Exchange

The states of Washington and Texas have been working very closely to provide secondary migrant students with educational continuity through the aforementioned program. (See section in Guide entitled Secondary Credit Exchange.)